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ABSTRACT

The Language Proficiency Assessment Committees (LPACs) authorized by Congress were given the responsibility of assessing limited-English-speaking students within a school district and making placement recommendations regarding these students to the local school board. This packet consists of a variety of materials, mostly handouts to assist in the training of members of an LPAC, in a workshop setting. A variety of forms, charts, and outlines are included, as well as masters for transparencies. These materials are designed to explain the legislative background of the LPAC, to introduce the participants to principles and methods of assessment, and to provide graphic support for the procedures to be followed in placing students within an individual school district. (JB)

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ED208666

TRAINING PACKET

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES

Intercultural Development
Research Association

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TRAINING PACKET

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*These materials need to be duplicated for each participant.

Transparencies (Masters)

Summary: S.B. 477/H.B. 866 (8)
Establishment of LPAC (2)
LPAC Duties/Tasks (4)
Entry Criteria (2)
Student Placement Procedures (2)
Exit Criteria (1)
Exit Procedures (2)
Matrix for Categorization of Students (1)
Flowchart: Scope and Sequence of Procedures (1)
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WORKSHOP SCHEDULES

Workshop Schedule

Time allotment:

General Sessions - 30 minutes

Each Learning Center Session - 40 minutes

Session ONE

8:30 - 9:00 — General Session
Welcome
Needs Assessment
Instructions

9:05 - 9:45 — Group I - Status of Bilingual Education in Texas
Group II - Establishment of LPAC
Group III - Terminology

9:50 - 10:30 — Group I - Establishment of LPAC
Group II - Terminology
Group III - Status of Bilingual Education in Texas

10:35 - 10:50 — Coffee Break

10:55 - 11:35 — Group I - Terminology
Group II - Status of Bilingual Education in Texas
Group III - Establishment of LPAC

Session TWO

8:30 - 9:00 — General Session
Welcome
Review of Topics
Instructions

9:05 - 9:45 — Group I - LPAC Tasks
Group II - Language Assessment Instruments
Standardized Achievement Tests
Forms (Documents)
Group III - Strategies and Procedures

9:50 - 10:30 — Group I - Language Assessment Instruments
Standardized Achievement Tests
Forms (Documents)
Group II - Strategies and Procedures
Group III - LPAC Tasks

10:35 - 10:50 — Coffee Break

10:55 - 11:35 — Group I - Strategies and Procedures
Group II - LPAC Tasks
Group III - Language Assessment Instruments
Standardized Achievement Tests
Forms (Documents)

Session THREE

8:30 - 9:00 — General Session
Welcome
Review of Topics
Instructions

9:05 - 9:45 — Group I - Parent Participation
Group II - Planning Session

9:50 - 10:30 — Group I - Planning Session
Group II - Parent Participation

10:35 - 10:50 — Coffee Break

10:55 - 11:35 — General Session for Reporting and Evaluating

NEEDS ASSESSMENT SURVEY

NEEDS ASSESSMENT SURVEY

Date _____ Topic TRAINING FOR LPAC MEMBERS

School District/Committee _____

Please check one.

___ Administrator

___ Bilingual Teacher (certified)

___ Community Person

___ Counselor

___ Supervisor/Facilitator

___ Paraprofessional

___ Parent of LEP Student

___ Monolingual Teacher

___ ESL Teacher

___ Other (Specify)

Which of the three implementation stages best characterize the status of bilingual education in your school district? Please check one.

___ Initiation - (e.g., identification of need for bilingual education, designing bilingual education efforts, seeking program alternative)

___ Implementation - (e.g., application and testing of program models, evaluation of bilingual program effectiveness, adaptation of programs and institutional setting to form a cohesive and integral bilingual education thrust)

___ Incorporation - (e.g., assimilation of bilingual education practices into the general curriculum of the district, commitment of resources and support at the district level to the enhancement of bilingual education efforts)

Briefly explain:

What skills do you feel you personally need in order to function as a member of LPAC?

TRAINING FOR LPAC MEMBERS

Please circle the number which best indicates your competency from 1-5, 1 meaning least and 5 meaning most.

1. I understand the rationale for bilingual education.	1 2 3 4 5
I have experience as a bilingual educator.	1 2 3 4 5
2. I am aware of the implications for school districts resulting from U.S. vs Texas court order.	1 2 3 4 5
3. I am familiar with Senate Bill 477/House Bill 886.	1 2 3 4 5
4. I am familiar with the identification procedures of LEP students.	1 2 3 4 5
I have experience in identifying LEP students.	1 2 3 4 5
5. I am familiar with the criteria for the establishement of LPAC.	1 2 3 4 5
6. I am familiar with the current entry and exit criteria for students in a bilingual education or special language program.	1 2 3 4 5
7. I am familiar with agency-approved language proficiency assessment instruments.	1 2 3 4 5
I have experience in administering language proficiency tests.	1 2 3 4 5
8. I am knowledgeable in analyzing and interpreting language proficiency test scores.	1 2 3 4 5
I have experience in analyzing and interpreting language proficiency test scores.	1 2 3 4 5

9.	I have knowledge in analyzing and interpreting standardized achievement tests.	1 2 3 4 5
	I have experience in analyzing and interpreting standardized achievement tests.	1 2 3 4 5
10.	I am familiar with the guidelines for ascertaining language levels for the purpose of selecting an appropriate instructional program for individual LEP students.	1 2 3 4 5
	I have experience in ascertaining language levels for the purpose of selecting an appropriate instructional program for individual LEP students.	1 2 3 4 5
11.	I am familiar with the purpose of LPAC.	1 2 3 4 5
12.	I am familiar with the tasks for LPAC members.	1 2 3 4 5
13.	I am familiar with the required forms and/or documents to be included in a student folder.	1 2 3 4 5
	I understand that TEA requires documentation of activities for auditing purposes.	1 2 3 4 5
14.	I know how to conduct a parent conference.	1 2 3 4 5
	I have experience in conducting a parent conference.	1 2 3 4 5
15.	I am familiar with the parents' roles and responsibilities as stated in Senate Bill 477/ House Bill 886.	1 2 3 4 5
	I am aware of the parents' rights to appeal.	1 2 3 4 5

SUMMARY: SB 477/HB 886

SUMMARY

S.B. 477 - H.B. 886
BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

SECTION 21.453: ESTABLISHMENT OF BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

- PROVIDES THAT STATE BOARD OF EDUCATION ADOPT PROCEDURES FOR IDENTIFYING SCHOOL DISTRICTS REQUIRED TO OFFER BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS
- REQUIRES LPAC TO REPORT TO THE LOCAL BOARD THE NUMBER OF LEP PUPILS AND THEIR LANGUAGE CATEGORY WITHIN FOUR WEEKS
- REQUIRES GOVERNING BOARD TO REPORT THIS INFORMATION TO TEA BEFORE NOVEMBER 1 OF EACH YEAR
- MANDATES THE FOLLOWING PROGRAMS:

  K - ELEMENTARY: BILINGUAL EDUCATION
  POST ELEMENTARY - 8: BILINGUAL EDUCATION, ESL OR SPECIAL LANGUAGE PROGRAMS

  9 - 12: ESL

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SECTION 21.454: PROGRAM CONTENT: METHOD OF INSTRUCTION

BILINGUAL EDUCATION PROGRAM

- A FULL-TIME DUAL LANGUAGE PROGRAM
- INSTRUCTION IN PRIMARY LANGUAGE OF LEP
- STRUCTURED AND SEQUENCED MASTERY OF ENGLISH LANGUAGE SKILLS
- CONSIDER STUDENT LEARNING EXPERIENCES; INCORPORATE CULTURAL ASPECTS OF STUDENT BACKGROUND

ESL

- INTENSIVE INSTRUCTION IN ENGLISH
- TEACHER TRAINED IN RECOGNIZING AND DEALING WITH LANGUAGE DIFFERENCES
- CONSIDER STUDENT LEARNING EXPERIENCES; INCORPORATE CULTURAL ASPECTS OF STUDENT BACKGROUND

LEP SHALL PARTICIPATE WITH ENGLISH SPEAKING STUDENT IN SUBJECTS SUCH AS ART, MUSIC AND P.E.

ELECTIVES MAY BE TAUGHT IN LANGUAGE OTHER THAN ENGLISH

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SECTION 21.455: ENROLLMENT OF STUDENTS

- REQUIRES STATE BOARD OF EDUCATION TO ADOPT RULES FOR STANDARDIZED ENTRY/EXIT CRITERIA
- REQUIRES TEST ADMINISTRATION BY APPROPRIATE PERSONNEL
- PROVIDES FOR LPAC CLASSIFICATION OF LEP STUDENTS
- REQUIRES WRITTEN PARENTAL NOTIFICATION AND CONSENT FOR STUDENT ENTRY INTO PROGRAM
- REQUIRES RETENTION OF STUDENT RECORDS BY LPAC
- PROHIBITS DENIAL OF BILINGUAL EDUCATION/SPECIAL LANGUAGE PROGRAMS TO LEP STUDENTS BECAUSE OF HANDICAPPING CONDITIONS
- ALLOWS FOR PARTICIPATION OF UP TO 40% NON-LEPS, AT LOCAL OPTION
- PROHIBITS TRANSFER OF STUDENT FROM BILINGUAL EDUCATION UNLESS STUDENT MEETS EXIT CRITERIA AND HAS PARENT CONSENT
- PROVIDES FOR RECLASSIFICATION AND RE-ENROLLMENT OF EXITED STUDENTS

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SECTION 21.459: BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS

- REQUIRES STATE BOARD OF EDUCATION TO DEVELOP RULES GOVERNING ISSUANCE OF TEACHING CERTIFICATES WITH BILINGUAL EDUCATION AND/OR ESL ENDORSEMENT

- PROVIDES FOR THE ISSUANCE OF EMERGENCY BILINGUAL EDUCATION AND ESL ENDORSEMENTS

- REQUIRES THAT BILINGUAL EDUCATION/ESL TEACHERS HAVE VALID CERTIFICATION

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SECTION 21.461:

- REQUIRES ON SITE MONITORING AT LEAST ONCE EVERY THREE YEARS, IN THE FOLLOWING AREAS:
  - PROGRAM CONTENT
  - PROGRAM COVERAGE
  - ID PROCEDURES
  - CLASSIFICATION PROCEDURES
  - STAFFING
  - LEARNING MATERIALS
  - TESTING MATERIALS
  - RECLASSIFICATION
  - LPAC ACTIVITIES
- REQUIRES TEA REPORT OF FINDINGS TO SCHOOL DISTRICT AND DIVISION OF ACCREDITATION WITHIN 30 DAYS AFTER VISIT
- REQUIRES DISTRICT TAKE IMMEDIATE CORRECTIVE ACTION AND REQUIRES APPLICATION OF SANCTIONS IN CASES WHERE DISTRICT REFUSES TO COMPLY AFTER PROPER NOTIFICATION

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SECTION 21.462

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

- LPAC REQUIRED IN ALL SCHOOL DISTRICTS WITH BILINGUAL EDUCATION AND/OR SPECIAL LANGUAGE PROGRAMS
- SPECIFIES COMPOSITION OF LPAC, BUT DOES NOT LIMIT TO:
  - A BILINGUAL EDUCATOR
  - A PROFESSIONAL TRANSITIONAL LANGUAGE EDUCATOR
  - THE PARENT OF THE LEP STUDENT
  - A CAMPUS ADMINISTRATOR
- SPECIFIES DUTIES OF LPAC. DIRECTS MEMBER TO:
  - REVIEW ALL PERTINENT INFORMATION ON LEP STUDENT--HOME LANGUAGE SURVEY, SCORES ON ENGLISH/PRIMARY LANGUAGE PROFICIENCY TESTS, ACHIEVEMENT IN CONTENT AREAS, AND ASSESSMENT OF SOCIAL AND EMOTIONAL ATTAINMENT
- MAKE RECOMMENDATIONS CONCERNING MOST APPROPRIATE PLACEMENT FOR THE EDUCATIONAL ADVANCEMENT OF LEP STUDENTS AFTER ELEMENTARY GRADES

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SECTION 21.462 (CONTINUED)

- DETERMINE APPROPRIATENESS OF EXTENDED PROGRAM (BEYOND THE REGULAR SCHOOL) DEPENDING ON NEEDS OF EACH LEP STUDENT
- UNDERTAKE ADDITIONAL DUTIES, IF PRESCRIBED BY STATE BOARD OF EDUCATION
- REVIEW EACH LEP STUDENT'S PROGRESS AT END OF YEAR TO DETERMINE FUTURE PLACEMENT
- MONITOR PROGRESS OF STUDENTS EXITED FROM PROGRAM AND DESIGNATE APPROPRIATE PLACEMENT

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SECTION 21.463: APPEALS

- PROVIDES FOR PARENTAL APPEAL TO GOVERNING BOARD REGARDING STUDENT PLACEMENT

- PROVIDES FOR PARENTAL APPEAL TO STATE BOARD OF EDUCATION IN CASE OF DISTRICT NON-COMPLIANCE WITH LAW/REGULATIONS

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GLOSSARY

Glossary

Appeal - A request by a parent to have a hearing in case

- . the school district is not complying with the requirement of law or the rules of the State Board of Education. Noncompliance is appealed to the Commissioner of Education.
- . of disagreement with the placement of a student in a bilingual education and or special language program. The appeal is made to the local Governing Board.

Assessment Instruments - Tests which may indicate language proficiency levels or academic achievement.

Bilingual Education - Bilingual education constitutes an authorized instructional program encompassing the total education process in which two languages (English and another language) shall be used commensurate with the individual needs of the pupils.

Bilingual Educator - An endorsed/certified person who is involved in the implementation of bilingual education.

Category - A subgroup within the matrix into which students are classified based on their relative proficiency in English and the other language.

Categorization - The system or process of classification for the limited English proficiency students as to language proficiency and the prescription of an instructional program to meet their needs.

Criteria - A set of rules on which a judgement or decision may be based.

Criterion-Referenced Test - Teacher-made tests to ascertain mastery of objectives in the different subject areas.

Compliance - Adherence in the implementation of the rules and regulations as established by S.B. 477 and other state educational agencies such as TEA and the State Board of Education.

Extended Language Programs - Programs designed for the purpose of helping LEP students increase their English language proficiency and which are offered on an extended basis such as preschool, summer school, or extended day/week classes.

Flowchart - A graphic representation of a scope and sequence of a process delineating tasks to be performed at scheduled time intervals.

Governing Board - The local school district's board of trustees.

Governor's Task Force on Bilingual Education - Created by executive order, made recommendations which were intended to guide the Texas Legislature in the enactment of S.B. 477/H.B. 886.

Home Language Survey - A questionnaire sent to parents to identify dominant patterns of language usage in the home.

Informal Reading Inventory - A reading placement test designed by the teacher and based on the student's reading materials to determine vocabulary, comprehension, and fluency.

LAS Supplement - A set of special games and activities that provide means of dealing with the linguistic problems identified by the LAS.

Level of English Proficiency - Test scores on language proficiency tests which are converted to indicate levels of proficiency.

LEP Student - Limited English Proficiency students are students whose primary language is other than English and whose English language skills are such that the students have difficulty performing ordinary class work in English.

Matrix - A graphic device which represents two variables, test levels of language proficiency in English and the other language. The categorization of LEP students is determined at the point of intersection.

Post-Elementary Grades - Grades beyond the elementary level.

Primary Language - The language that the student hears and speaks most frequently in the home and with peers, the most effective means for communicating, usually the first language learned, the language in which the student has dominant proficiency.

Senate Bill 477 - An act, passed June 1, 1981, amending Subchapter L. Chapter 21 of the Texas Education Code mandating Bilingual Education and Special Language Programs for school districts having 20 or more limited English proficient students in the same grade level, as follows:

K-Elementary - Bilingual Education

Post-elementary through 8th grade - Bilingual education or ESL or other transitional programs

9-12th grades - ESL

Special Language Programs - English as a Second Language and/or other transitional English language programs.

Standardized Achievement Tests - A normed measure used to indicate academic achievement.

State Board of Education - The official governing body of the Texas Education Agency composed of 24 elected members in Texas.

Student Folder - A packet containing all required documentation (forms) - Home Language Survey, test scores, classification, student progress, continuation, exit or assignment to extended programs.

Transitional Language Educator - A person involved in teaching English language skills, as an interim strategy, until such time as the student can function in the mainstream curriculum.

Underachievers - Students who fall below the 40th percentile as measured by standardized tests.

U.S. vs Texas Court Case - Civil Action No. 5281 submitted by the plaintiff-intervenors (MALDEF, LULAC, GI Forum) against the state of Texas to address the educational inequities existing in programs for Mexican American students of limited English proficiency.

FORMS (DOCUMENTS)

*FORMS FOUND IN THIS SECTION

Home Language Survey, English-Spanish

Student Interview, English-Spanish

Teacher Language Observation Report

Reporting Form to District's Governing Board

Notification of Bilingual Program Entry-English/Spanish

Notification of Special English Language Program Entry-English/Spanish

Notification of Bilingual Program Exit-English/Spanish

Notification of Special English Language Program Exit-English/Spanish

LEP Eligibility

Aids to Student Categorization

Suggested Instructional Programs for Each Category

Monitoring Checklist: Teacher/Supervisor

Checklist: LPAC Completion of Tasks

*Some of the forms in this section have been adapted from those suggested by TEA and/or being used by the school districts in the San Antonio area. They are intended to be used; they can be duplicated, revised, or adapted to meet the particular district needs.

HOME LANGUAGE SURVEY

_____ SCHOOL DISTRICT

_____
DATE

Dear Parent or Guardian:

The _____Independent School District is conducting a survey of home language for the purpose of determining the most appropriate instructional program for your son or daughter. With this and other information obtained at school, classroom teachers can better meet the needs of each individual student and thus provide the quality educational program we all want for our students.

We urge you to take time and answer this brief survey for each son and/or daughter you have enrolled in our school.

Have your son or daughter return the completed survey to the home-room teacher tomorrow.

Your cooperation is appreciated.

Sincerely yours,

School Principal

Student's Name: _____ School: _____

Teacher/Advisor: _____ Room No. _____

1. What language(s) does your son or daughter hear at home?

   ☐ English ☐ Spanish ☐ Other (Vietnamese, Chinese, etc.) Please state _____

2. What language(s) does your son or daughter speak at home?

   ☐ English ☐ Spanish ☐ Other (Please state _____)

3. Which was the first language your son or daughter learned?

   ☐ English ☐ Spanish ☐ Other (Please state _____)

4. Did your son or daughter learn two languages at the same time?

   ☐ YES ☐ NO

   If YES, which ones? ☐ English & Spanish ☐ English and Other

5. What language does your son or daughter most frequently speak at home?

   ☐ English ☐ Spanish ☐ Other (Please state _____)

6. What language do you use most frequently when you speak to your son or daughter?

   ☐ English ☐ Spanish ☐ Other (Please state _____)

7. What language do you hear your son or daughter use most frequently with his or her friends?

   ☐ English ☐ Spanish ☐ Other (Please state _____)

_____
SIGNATURE OF PARENT

_____
ADDRESS

_____ _____
TELEPHONE DATE

CUESTIONARIO DE IDIOMA HOGAREÑO

_____
FECHA

Apreciable padre o guardián:

El Distrito Escolar Independiente de _____ está dirigiendo un cuestionario de idioma hogareño con el propósito de determinar el programa de enseñanza apropiado para su hijo o hija. Con ésta y otra información compilada en la escuela, los maestros podrán prescribir programas para que cada estudiante logre la calidad de educación que todos queremos para todos nuestros estudiantes.

Le suplicamos que tome tiempo y conteste este breve cuestionario para cada uno de sus hijos o hijas que está registrado en esta escuela.

Haga a su hijo o hija que entregue el cuestionario ya terminado a su maestro o maestra mañana, sin falta.

Sinceramente,

Director de la escuela

_____

Nombre: _____ Escuela: _____

Maestro/Consejero: _____ A de cuarto: _____

1. ¿Cuáles idiomas oye su hijo o hija en su hogar?

   ☐ inglés ☐ español ☐ otro (Vietnamese, Chino, etc.)
   Indique cual _____

2. ¿Cuáles idiomas habla su hijo o hija en su hogar?

   ☐ inglés ☐ español ☐ otro (Indique cual _____)

3. ¿Cuál idioma aprendió su hijo o hija primero?

   ☐ inglés ☐ español ☐ otro (Indique cual _____)

4. ¿Aprendió su hijo o hija dos idiomas al mismo tiempo?

   ☐ SI ☐ NO

   Si sí, cuales? ☐ inglés y español ☐ inglés y otro

5. ¿Cuál idioma habla su hijo o hija con más frecuencia en el hogar?

   ☐ inglés ☐ español ☐ otro (Indique cual _____)

6. ¿Cuál idioma usa usted con más frequencia cuando habla con su hijo o hija?

   ☐ inglés ☐ español ☐ otro (Indique cual _____)

7. ¿Cuál idioma oye a su hijo o hija hablar con sus amigos?

   ☐ inglés ☐ español ☐ otro (Indique cual _____)

_____
Firma de padre o guardián

_____
Dirección

_____ _____
Teléfono Fecha

Form EL - 19 8/78

STUDENT INTERVIEW

_____ SCHOOL DISTRICT

Student's Name: _____ Date: _____

Teacher's Name: _____ School: _____

Ask the pupils the following questions in a normal conversational tone and at a normal speed. Stop after three failures. Check all that apply.

1. What is your name?
2. Where do you live?
3. Do you have any brothers and sisters? YES ___ NO ___
4. Does your grandmother and/or grandfather live in your home?

   YES ___ NO ___ BOTH ___
5. What does your mother speak to you?

   ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
6. Do you answer her in:

   ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
7. What does your father speak to you?

   ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
8. Do you answer him in:

   ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
9. What do your grandmother and/or grandfather speak to you?

   ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
10. Do you answer them in:

    ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
11. What do you speak with your brothers and/or sisters?

    ENGLISH ___ SPANISH ___ OTHER _____ (Specify)
12. What do you speak with your friends on the playground?

    ENGLISH ___ SPANISH ___ OTHER _____ (Specify)

COMMENTS BY INTERVIEWER:

TOTAL RESPONSES

ENGLISH _____ SPANISH _____ OTHER _____ (Specify)

Based on the information from the interview conducted with this student, he/she responds in _____ .
English/Spanish/Other

_____
Interviewer's Signature

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ENTREVISTA

Nombre del Alumno: _____ Fecha: _____

Nombre del Maestro: _____ Escuela: _____

Pregunte a los alumnos las siguientes preguntas en un tono de conversación normal y a una velocidad normal. Suspenda la entrevista después de tres errores.

1. ¿Cómo te llamas?
2. ¿Dónde vives?
3. ¿Tienes hermanos y hermanas? SI ___ NO ___
4. ¿Viven tus abuelitos en tu casa? SI ___ NO ___
5. ¿Qué le habla tu mamá—inglés o español?

   INGLES ___ ESPAÑOL ___ LOS DOS ___
6. ¿Le contestas en inglés o en español?

   INGLES ___ ESPAÑOL ___ LOS DOS ___
7. ¿Qué le habla tu papá—inglés o español?

   INGLES ___ ESPAÑOL ___ LOS DOS ___
8. ¿Le contestas en inglés o en español?

   INGLES ___ ESPAÑOL ___ LOS DOS ___
9. ¿Qué le hablan tus abuelos—inglés o español?

   INGLES ___ ESPAÑOL ___ LOS DOS ___
10. ¿Les contestas en inglés o en español?

    INGLES ___ ESPAÑOL ___ LOS DOS ___
11. ¿Qué hablas con tus hermanos(as)—inglés o español?

    INGLES ___ ESPAÑOL ___ LOS DOS ___
12. ¿Qué hablas con tus amigos a la hora del recreo (en el patio de la escuela)—inglés o español?

    INGLES ___ ESPAÑOL ___ LOS DOS ___

COMENTARIO ADICIONAL:

TOTAL DE RESPUESTAS

INGLES _____ ESPAÑOL _____ LOS DOS _____

La información que se ha obtenido por medio de esta entrevista indica que este alumno contesta en _____
(Inglés/Español/Los Dos)

_____
Firma

Form EL-12, 8/78

TEACHER LANGUAGE OBSERVATION REPORT

Student's Name _____ Date _____

Teacher's Name _____

School _____

Check all that apply.

___1. I have observed this student speaking a language other than English in the classroom, cafeteria, halls, or playground, or in other school situations.

___2. The student has indicated that the language spoken in his or her home is non-English.

___3. Conversation with a parent in a teacher/parent conference or other occasion indicates that a language other than English is probably spoken in the home.

___4. The student has experienced difficulty in understanding oral communication in the classroom or has difficulty expressing herself or himself using English.

Other Comments:

REPORTING FORM TO
DISTRICT'S GOVERNING BOARD

Campus _____ Date _____

Address _____

_____

Telephone _____ Principal _____

Grade Cluster: Elementary_____ Middle_____ High_____

Grade	Room #	Number of LEP Students in Category I	Category II	Category III	Total
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Totals					

NOTIFICATION OF BILINGUAL PROGRAM ENTRY

Date _____, 19___

The _____ Independent School District is committed to provide instructional and enrichment programs that will meet the needs of the pupils in our schools. In accord with the educational goals of this district, we have developed a total program of basic instruction that addresses the special language needs of our students. Thus, we are pleased to inform you that we have enrolled _____ in a bilingual/bicultural instructional program.

Your child will receive specialized instruction in both English and the primary language until he/she is ready to transition to the all-English program.

If you have any questions, I shall be happy to meet with you.

Sincerely,

_____
Principal

I concur with the school's decision to place my child,

_____, in a bilingual program.
Student's Name

_____ _____
Parent's Signature Date

AVISO DE MATRICULA EN EL PROGRAMA BILINGÜE

Fecha _____, de 19___

El Distrito Escolar Independiente de _____ se ha comprometido a proporcionar programas de enseñanza y de enriquecimiento para poder lograr que cada estudiante reciba la instrucción más apropiada. Según las metas para la educación del distrito escolar, hemos desarrollado un programa total de instrucción básica que toma en cuenta las necesidades especiales del lenguaje de nuestros niños. Así es que nos place informarle que hemos matriculado a _____ en el programa de instrucción bilingüe.

Su hijo o hija recibirá instrucción en ambos idiomas, inglés y su primer idioma hasta que el/ella pueda llevar a cabo su educación totalmente en inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Sinceramente,

_____
Director/a

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____ sea matriculado(a) en el programa
Nombre de Hijo(a)

de instrucción bilingüe.

_____ _____
Firma de Padre Fecha

NOTIFICATION OF SPECIAL ENGLISH
LANGUAGE PROGRAM ENTRY

Date _____, 19___

The _____Independent School District is committed to provide instructional and enrichment programs that will meet the needs of the pupils in our schools. In accord with our educational goals, we have developed a special English language program so that your child will develop the English language skills necessary to function fully in the school program. It is a pleasure to inform you that we have enrolled _____ in the special English language program.

If you have any questions, I shall be happy to meet with you.

Sincerely,

_____
Principal

I concur with the school's decision to place my child,

_____, in the special English
Student's Name

language program.

_____ _____
Parent's Signature Date

AVISO DE MATRICULA EN EL PROGRAMA
ESPECIAL DE INGLES

Fecha _____, de 19___

El Distrito Escolar Independiente de _____ se ha comprometido a proporcionar programas de enseñanza y de enriquecimiento para poder lograr que cada estudiante reciba la instrucción más apropiada. Según esta meta, hemos desarrollado programas especiales de inglés para que su niño(a) desarrolle las destrezas necesarias en inglés para participar en un programa de instrucción totalmente en inglés. Así es que nos place informarle que hemos matriculado a _____ en el programa especial de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Sinceramente,

_____
Director(a)

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____ sea matriculado(a) en el programa especial
Nombre de Hijo(a)

de inglés.

_____ _____
Firma de Padre Fecha

NOTIFICATION OF BILINGUAL PROGRAM EXIT

Date _____, 19___

Dear Parent or Guardian:

Your child has been in the _____ Independent School District's bilingual education program. The program uses both English and the home language to teach students.

_____ has progressed well in this program. Based on test results he/she is now able to continue his/her school work in English and therefore we will place him/her in the all-English curriculum.

If you have any questions, I shall be happy to meet with you.

Sincerely,

_____
Principal

I hereby concur with the school's decision to place my child

_____ in the all-English curriculum.
Student's Name

_____ _____
Parent's Signature Date

AVISO DE TRASLADO DEL PROGRAMA BILINGÜE

Fecha _____de 19___

Estimado Padre:

Su niño(a) ha participado en el programa bilingüe del Distrito Escolar Independiente de _____. Este programa usa ambos inglés y español para instruír al niño.

_____ ha tenido éxito como resultado de su participación en este programa. Por medio de exámenes hemos determinado que su hijo(a) ahora puede llevar a cabo su educación totalmente en inglés y será trasladado a las clases regulares de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Attentamente,

_____
Director(a)

- -

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____, sea trasladado a un programa de
Nombre de Hijo(a)

instrucción totalmente en inglés.

_____ _____
Firma de Padre Fecha

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NOTIFICATION OF SPECIAL ENGLISH LANGUAGE PROGRAM EXIT

Date _____, 19___

Dear Parent or Guardian:

Your child has been in the _____ Independent School District's Special Language Program. The program is designed to help students learn English more effectively.

_____ has progressed well in this program. Based on test results, he/she is now able to continue his school work in English and, therefore, we will place him/her in the all-English curriculum.

If you have any questions, I shall be happy to meet with you.

Sincerely,

_____
Principal

I concur with the school's decision to place my child

_____ in the all-English program.
Student's Name

_____ _____
Parent's Signature Date

AVISO DE TRASLADO DEL PROGRAMA ESPECIAL DE INGLES

Fecha _____, de 19___

Estimado Padre:

Su hijo(a) ha participado en el programa especial de inglés del Distrito Escolar Independiente de _____. La clase tiene como propósito el aprendizaje de inglés en una manera más efectiva.

_____ ha tenido éxito como resultado de su participación en este programa y opinamos que puede llevar a cabo sus estudios en las clases regulares de inglés.

Si tiene alguna pregunta acerca del programa, por favor no deje de ponerse en contacto conmigo. Estoy a sus órdenes.

Atentamente,

_____
Director(a)

Con esta firma indico que estoy de acuerdo que mi hijo(a)

_____ sea trasladado a las clases regulares
Nombre de Hijo(a)

de inglés.

_____ _____
Firma de Padre Fecha

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LEP ELIGIBILITY

_____ INDEPENDENT SCHOOL DISTRICT

STATE BILINGUAL EDUCATION PROGRAM

NAME_____ BIRTHDATE_____ I.D. NUMBER_____ SCHOOL_____ SEX: M____ F____

ETHNICITY: Hispanic____ Black Not Hispanic____ Asian or Pacific Islander ____ American Indian____ Caucasian, Not Hispanic____

GRADE	DATE ENTERED	HOMEROOM TEACHER	BILINGUAL CERTIFIED TEACHER RESPONSIBLE	QUALIFYING CRITERIA LPT* SAT*	TEST SCORE AND DATE Eng.	Other	PARENT NOTIFICATION DATE	MONITORING RESULTS DATE	PROGRAM EXIT SCORE
								Exit	
								Continuation	
								Reclassification	
								Extended Program	

*LPT - Language Proficiency Test

*SAT - Standardized Achievement Test

AIDS TO STUDENT CATEGORIZATION

LAS: LEVELS of PROFICIENCY

LAS - English		LAS - Spanish	
Level I - Elem.	Level II - Sec.	Level I - Elem.	Level II Sec.
1 Non Eng. 54 & below	1 Non Eng. 52 - 61	1 Non Span. 54 & below	1 Non Span. 52 - 61
2 Non Eng. 55 - 64	2 Non Eng. 62 - 71	2 Non Span. 55 - 64	2 Non Span. 62 - 71
3 Ltd Eng. 65 - 74	3 Ltd. Eng. 72 - 81	3 Ltd. Span. 65 - 74	3 Ltd. Span. 72 - 81
4 Near Fluent Eng. 75 - 84	4 Near Fluent Eng. 82 - 91	4 Near Fluent Span. 75 - 84	4 Near Fl. Span. 82 - 91
5 Totally Fl. Eng. 85 - 100	5 Totally Fl. Eng. 92 - 100	5 Totally Fl. Span. 85 - 100	5 Totally Fl. Spa 92 - 100

MATRIX FOR CATEGORIZATION OF STUDENTS

TEST LEVELS: E N G L I S H

	1	2	3	4	5
1	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both Languages. No Reading.	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both Languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
2	Refer to diagnostician. Content areas in Span. ESL No Reading in Eng.	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both Languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
3	Content areas in Span. ESL Beginning reading in Spanish. No Reading in Eng.	Content areas in Span. ESL Spanish reading. Reading Readiness in English.	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
4	Content areas in Span. ESL Spanish reading No Reading in Eng.	Content areas in Span. Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		
5	Content areas in Span. ESL Spanish reading No Reading in Eng.	Content areas in Span. Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		

TEST LEVELS: S P A N I S H

4 should be given instruction in areas of underachievement. However, underachievers

5 Students who score at LAS levels 4 and 5 in English are English dominant.

Explanation: The top part of the matrix indicates levels of English proficiency. The left hand side of the matrix represents the level of proficiency in the primary language. For Example, if a student tests level 2 in English and Level 3 in Spanish (2/3). The matrix indicates, at the point of intersection, that the student is in Category II and should have bilingual instruction. The placement of students who fall in the 1/1 and 2/2 levels may require referral to the diagnostician for further assessment. Interpretation of the various categories is as follows:

Category I - Monolingual Other
Category II - Dominant Other
Category III - Bilingual
Category IV - Dominant English
Category V - Monolingual English

SUGGESTED INSTRUCTIONAL PROGRAM FOR EACH CATEGORY

Category I	Category II	Category III	Category IV	Category V
(Monolingual Spanish)	(Spanish dominant, limited English)	(Bilingual)	(English dominant, limited Spanish)	(English dominant)
English as a Second Language. Initial instruction in Spanish. Concepts in Spanish Fine arts & cultural activities in English and Spanish.	English as a Second Language. Increased proficiency in both English and Spanish. Concepts in student's preferred language. Fine arts and cultural activities in both.	Communication skills in both languages. All concepts and skills in Spanish. Increased proficiency in both. Fine arts and cultural activities in both.	All concepts and skills in English. Advanced Spanish as a Second Language. Fine arts and cultural activities in both.	All concepts and skills in English. Beginner's Spanish (SSL) as a 2nd Language. Fine arts and cultural activities in both.
1. Daniel	1. Joe	1. Helen	1. Henry	1. Rosario
2. Tom	2. Lupe	2. Becky	2. Teresa	
3. Lisa	3. Fred	3. Margarita	3. Manuel	
4. María	4. Susie	4. Vicky		
5. José	5. Mark	5. Anthony		
	6. Ana			
	7. Juan			
	8. Felix			

MONITORING CHECKLIST: TEACHER/SUPERVISOR

School _____ Principal _____

Teacher _____ Room No. ___ Grade ___ Endorsed ___

Students _____ Language Category I _____ II _____ III _____

Classroom Management Information:

Self-Contained _____
Team Teaching _____
Individualized _____
Learning Centers _____

I. Instructional Program

Is the student receiving instruction in:	YES	NO	Time Allotment
Language Arts in the primary language?			
Language Arts in English?			
Content areas in the primary language?			
Content areas in English?			
English as a Second Language?			
Relating to student's culture?			

II. Administration of Informal Reading Inventory or other:

Reading Placement Test			
Spanish			
English			

III. Texts or Systems
(List titles and indicate page number and whether lesson objective was achieved.)

Reading	Page Number	Met Objectives YES	NO
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____

	Page Number	Met Objectives YES	NO
Math			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Social Studies			
_____	_____	_____	_____
_____	_____	_____	_____
Science			
_____	_____	_____	_____
_____	_____	_____	_____

IV. Student's Adjustive Behavior

	Poor	Fair	Good	Excellent
Emotional attainment (Involves considering whether the student responds positively to the school environment)	____	____	____	____
Social attainment (Involves considering whether the student interacts positively with teachers and peers)	____	____	____	____

V. Samples of Student's Work (Attach)

VI. Additional Teacher/Supervisor Comments

_____

_____

_____

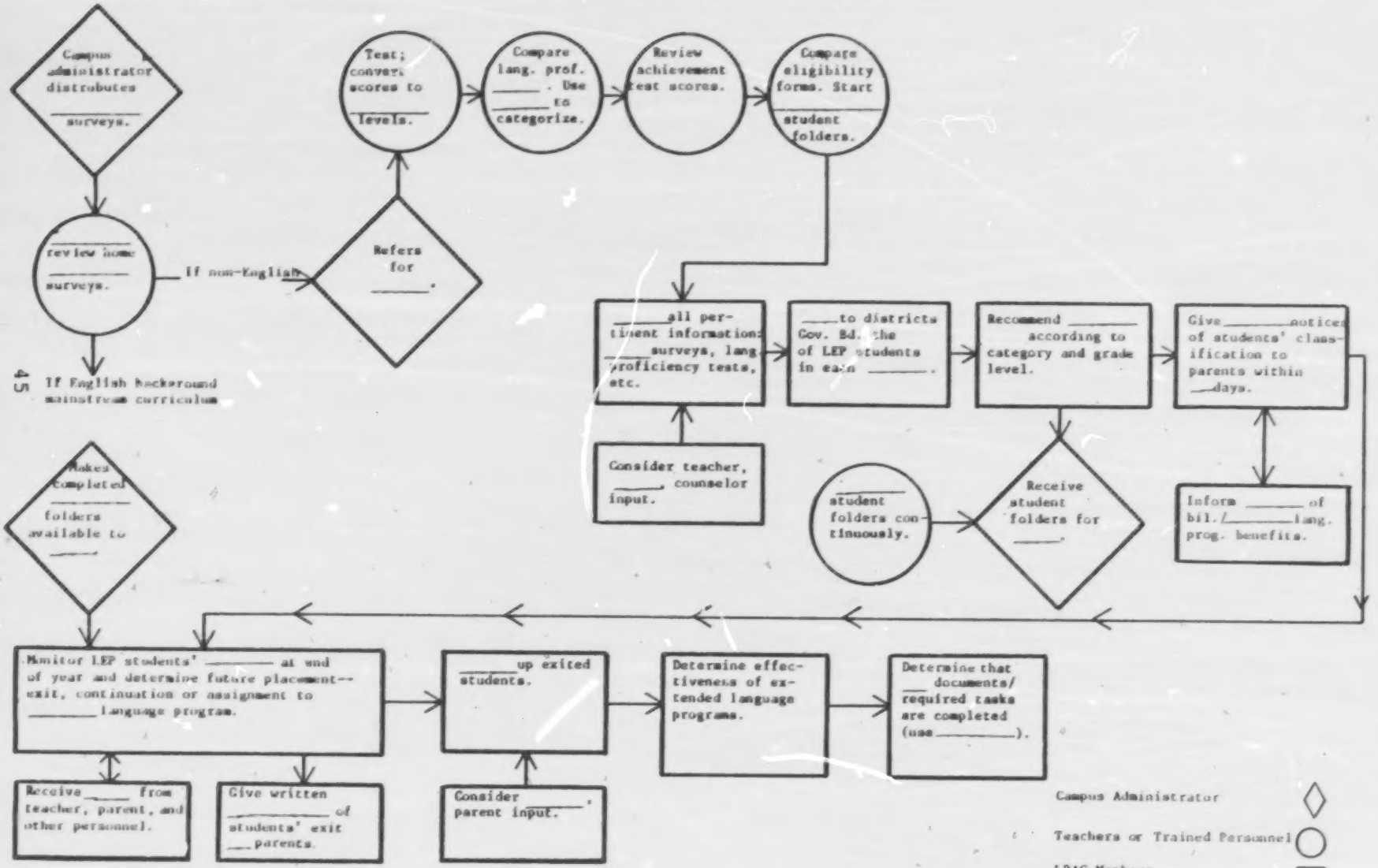
_____

CHECKLIST: LPAC COMPLETION OF TASKS

	In Progress	Date Completed
Review of Home Language Surveys		
Review of Student Interviews		
Review language proficiency levels Spanish/other English		
Consult with Teachers Parents Resource Personnel		
Validate language proficiency levels in English and the primary language through use of a matrix to categorize LEP students		
Use reporting Form (Appendix) to communicate number of LEP students in each category to the district's governing board		
Recommend placement of LEP students		
Give written notice to parents of student's classification within 10 days		
Meet with LEP student's parents when necessary to discuss placement and benefits of a bilingual or special language program as an integral part of the school program		
Monitor LEP student's progress by reviewing the input from teacher/supervisor on the monitoring checklist		
Determine future placement Exit Continuation		
Notify parents in writing of student's exit		
Follow up exited students for reclassification in extended program in consultation with Teacher Parent Resource Personnel		
Determine effectiveness of extended language programs		

TRAINING AIDS

FLOWCHART: SCOPE AND SEQUENCE OF PROCEDURES FOR STUDENT PLACEMENT


Campus administrator distributes _____ surveys.
_____ review home _____ surveys.
If non-English
If English background mainstream curriculum
Refers for _____.
Test; convert scores to _____ levels.
Compare lang. prof. _____. Use _____ to categorize.
Review achievement test scores.
Compare eligibility forms. Start _____ student folders.
_____all pertinent information: _____surveys, lang. proficiency tests, etc.
Consider teacher, _____, counselor input.
____to districts Gov. Bd. the of LEP students in ea.n _____.
Recommend _____ according to category and grade level.
_____ student folders continuously.
Receive student folders for _____.
Give _____notices of students' classification to parents within ___days.
Inform _____ of bil./_____lang. prog. benefits.
Makes completed _____ folders available to _____
Monitor LEP students' _____ at end of year and determine future placement--exit, continuation or assignment to _____ language program.
Receive_____ from teacher, parent, and other personnel.
Give written _____ of students' exit ___parents.
_____up exited students.
Consider _____ parent input.
Determine effectiveness of extended language programs.
Determine that ___ documents/ required tasks are completed (use _____).
Campus Administrator
Teachers or Trained Personnel
LPAC Members

TNT: Terminology Non-Threatening Task

(Terms Concerning/Regarding the Establishment of Language Proficiency Assessment Committees.)

Check one.

1. A LEP student means
____ a student who has a low entry profile.
____ a student who has little English practice.
____ a student whose primary language is other than English and who may have difficulty performing in a total English curriculum.

2. Bilingual Education means
____ instruction in the primary language only.
____ instruction in English and the primary language in all or part of the curriculum, depending on the categorization of the student, plus cultural awareness.
____ practice in the Pachuco and Tex-Mex dialects

3. Governing Board means
____ the school district's board of trustees.
____ a board made up of all 50 state governors who meet to allocate funds to the poor.
____ any advisory board.

4. Category means
____ a comparison of language proficiency levels in English and the primary language used to place students at the appropriate instructional program.
____ the level at which people perceive themselves in the social structure.
____ the quality label on merchandise.

5. Matrix means
____ a part of a woman's anatomy.
____ a graphic device which represents two variables, test levels of language proficiency in English and the primary language, which when plotted to the point intersection, determines the categorization of LEP students.
____ a point of intersection.

6. Transitional Language Educator means
____ a teacher of English who travels.
____ a teacher who teaches LEP students and develops English language skills, as an interim strategy, until such time as the students are ready to function in an all English curriculum.
____ a teacher who shifts instruction from English to the primary language at will.

7. State Board of Education means
____ the equivalent of the Texas Education Agency (TEA).
____ a board of representatives from throughout the state which makes policy decisions on education.
____ a paddle used by the state to bring school districts into compliance.

8. Home Language Survey means
____ a public opinion poll on languages.
____ a questionnaire to determine the various interpretations of the word, home.
____ a questionnaire sent home to parents to identify dominant patterns of language usage in the home.

9. Appeal means
____ the right to have a hearing when there is disagreement with/violation of regulations.
____ the peeling of any fruit.
____ the charismatic trait of persons.

10. Primary Language means
____ the language that is the official one in the community.
____ the language that is considered socially acceptable.
____ the language that a person listens to and speaks most frequently in the home and with peers, the most effective means of communicating, the language in which the student has dominant proficiency.

Suggested Statements For Discussion: Purpose/Composition of LPAC

Discuss: Agree or Disagree

The purpose of LPAC is to categroize LEP students.

The purpose is to review all pertinent information on LEP students in order to recommend appropriate placement.

LPAC members determine the effectiveness of the extended language programs.

LPAC monitors the progress of LEP students at the end of the school year.

The law allows for LPAC members to receive input from teachers, other personnel and parents.

The number of LPAC members is limited to four.

The law prohibits the use of a secretary and a counselor in LPAC.

Role Playing: Parent Conference Scenarios

Scenario 1

Parent disagrees with early exit of student. Student had been in a bilingual program from K thru 2nd grade. It was the parent's impression that child's achievement was satisfactory during that period. At the end of 2nd grade, child was exited out of program. It's the parent's belief that this has contributed to the child's present lack of achievement.

How would you address this issue?

Scenario 2

Parent disagrees with placement of kindergarten child in a bilingual program. Child's LAS scores were 1-3. Parent contends that English is child's dominant language however states that child was reared with grandparents who are dominant Spanish speaking. Parent further relates that child expresses unhappiness with classroom by crying at home before and after school and does not want to be in that class.

How would you resolve this situation?

Scenario 3

Parent has been contacted numerous times to discuss the placement of child and has failed to respond to these requests. Child is monolingual Spanish. The contacts have been conducted in Spanish.

Parent finally has arrived to attend meeting. Student is in first grade.

How would you approach this parent and discuss the child's placement?

Scenario 4

Parents request that child be taken out of bilingual program because they feel placement was primarily because of the monetary gains for the district. Child's LAS scores were 2-4. Home language survey indicates that the dominant home language is Spanish. Parents want child to learn English and feel this is not being accomplished with the present placement. Child is in a first grade bilingual classroom.

How would you handle this situation?

Scenario 5

Parent requests that child be placed in a bilingual classroom. Home language survey indicates a bilingual environment. Child's LAS scores were 3-1. Review of survey and LAS were basis for non-placement in a bilingual classroom. Child is in third grade and has never been in a bilingual classroom. The bilingual classroom will accommodate another child. Parent is adamant about securing bilingual classroom placement.

How would you respond?

Guidelines for Developing a LPAC

Implementation Plan

Ask participants to acquire and bring to the training session the following information:

- number of LEP students in the school district.
- number of LEP students at each campus.
- number of schools which have 20 or less LEP students.
- number and names of decision makers.
- number of endorsed bilingual educators at each campus.
- number of special English language teachers.
- number of parents who are available to undertake the tasks of LPAC at each campus.
- time commitment and available resources for the establishment of LPACs.

Have the participants consider and answer in writing, to their satisfaction, the following questions:

How many Language Proficiency Committees are needed?

How many for each campus?

Who is going to select the members of the LPAC?

How many members will constitute the LPAC?

What will be the composition of LPAC? Will personnel other than the ones mentioned in the law be included?

What are the tasks for LPAC?

How will the LPAC tasks be divided among the members?

How will the LPAC meetings be scheduled?

What kind of training needs do you forsee in the future?

EVALUATION: LPAC TRAINING SESSION

Date _____ Topic TRAINING FOR LPAC MEMBERS

School District/Committee _____

Please Check One:

___ Administrator
___ Bilingual Teacher (certified)
___ Community Person
___ Counselor
___ Supervisor/Facilitator
___ Paraprofessional
___ Parent of LEP Student
___ Monolingual Teacher
___ ESL Teacher
___ Other (specify)

Please discuss briefly.

To what extent do you feel that the objective of the training sessions, the development of a plan for the implementation of Language Proficiency Assessment Committees, was accomplished?

TRAINING FOR LPAC MEMBERS

Please circle the number which best indicates your competency from 1-5, 1 meaning least and 5 meaning most.

1. I understand the rationale for bilingual education.	1 2 3 4 5
I have experience as a bilingual educator.	1 2 3 4 5
2. I am aware of the implications for school districts resulting from U.S. vs Texas court order.	1 2 3 4 5
3. I am familiar with Senate Bill 477/House Bill 886.	1 2 3 4 5
4. I am familiar with the identification procedures of LEP students.	1 2 3 4 5
I have experience in identifying LEP students.	1 2 3 4 5
5. I am familiar with the criteria for the establishment of LPAC.	1 2 3 4 5
6. I am familiar with the current entry and exit criteria for students in a bilingual education or special language programs.	1 2 3 4 5
I have experience in applying criteria for entry and exit.	1 2 3 4 5
7. I am familiar with agency approved language proficiency assessment instruments.	1 2 3 4 5
I have experience in administering language proficiency tests.	1 2 3 4 5
8. I am knowledgeable in analyzing and interpreting language proficiency test scores.	1 2 3 4 5

I have experience in analyzing and interpreting language proficiency test scores.	1 2 3 4 5
9. I have knowledge in analyzing and interpreting standardized achievement tests.	1 2 3 4 5
I have experience in analyzing and interpreting standardized achievement tests.	1 2 3 4 5
10. I am familiar with the guidelines for ascertaining language levels for the purpose of selecting an appropriate instructional program for individual LEP students.	1 2 3 4 5
I have experience in ascertaining language levels for the purpose of selecting an appropriate instructional program for individual LEP students.	1 2 3 4 5
11. I am familiar with the purpose of LPAC.	1 2 3 4 5
12. I am familiar with the tasks for LPAC members.	1 2 3 4 5
13. I am familiar with the required forms and/or documents to be included in a student folder.	1 2 3 4 5
I understand that TEA requires documentation of activities for auditing purposes.	1 2 3 4 5
14. I know how to conduct a parent conference.	1 2 3 4 5
I have experience in conducting a parent conference.	1 2 3 4 5

15. I am familiar with the parents' roles and responsibilities as stated in Senate bill 477/ House Bill 886.	1 2 3 4 5
I am aware of the parents' rights to appeal.	1 2 3 4 5

To what extent do you feel you participated in the development of the plan?

Mention the areas which you feel need further consideration.

TRANSPARENCIES

Transparencies (Masters)

Summary: S.B. 477/H.B. 886 (8)
Establishment of LPAC (2)
LPAC Duties/Tasks (4)
Entry Criteria (2)
Student Placement Procedures (2)
Exit Criteria (1)
Exit Procedures (2)
Matrix for Categorization of Students (1)
Flowchart: Scope and Sequence of Procedures (1)
Parent Participation: Rights of Parents (1)

SUMMARY

S.B. 477 - H.B. 886
BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

SECTION 21.453: ESTABLISHMENT OF BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

- PROVIDES THAT STATE BOARD OF EDUCATION ADOPT PROCEDURES FOR IDENTIFYING SCHOOL DISTRICTS REQUIRED TO OFFER BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS
- REQUIRES LPAC TO REPORT TO THE LOCAL BOARD THE NUMBER OF LEP PUPILS AND THEIR LANGUAGE CATEGORY WITHIN FOUR WEEKS
- REQUIRES GOVERNING BOARD TO REPORT THIS INFORMATION TO TEA BEFORE NOVEMBER 1 OF EACH YEAR
- MANDATES THE FOLLOWING PROGRAMS:

  K - ELEMENTARY: BILINGUAL EDUCATION
  POST ELEMENTARY - 8: BILINGUAL EDUCATION, ESL OR SPECIAL LANGUAGE PROGRAMS

  9 - 12: ESL

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SECTION 21.454: PROGRAM CONTENT: METHOD OF INSTRUCTION

BILINGUAL EDUCATION PROGRAM

- A FULL-TIME DUAL LANGUAGE PROGRAM
- INSTRUCTION IN PRIMARY LANGUAGE OF LEP
- STRUCTURED AND SEQUENCED MASTERY OF ENGLISH LANGUAGE SKILLS
- CONSIDER STUDENT LEARNING EXPERIENCES; INCORPORATE CULTURAL ASPECTS OF STUDENT BACKGROUND

ESL

- INTENSIVE INSTRUCTION IN ENGLISH
- TEACHER TRAINED IN RECOGNIZING AND DEALING WITH LANGUAGE DIFFERENCES
- CONSIDER STUDENT LEARNING EXPERIENCES; INCORPORATE CULTURAL ASPECTS OF STUDENT BACKGROUND

LEP SHALL PARTICIPATE WITH ENGLISH SPEAKING STUDENT IN SUBJECTS SUCH AS ART, MUSIC AND P.E.

ELECTIVES MAY BE TAUGHT IN LANGUAGE OTHER THAN ENGLISH

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SECTION 21.455: ENROLLMENT OF STUDENTS

- REQUIRES STATE BOARD OF EDUCATION TO ADOPT RULES FOR STANDARDIZED ENTRY/EXIT CRITERIA
- REQUIRES TEST ADMINISTRATION BY APPROPRIATE PERSONNEL
- PROVIDES FOR LPAC CLASSIFICATION OF LEP STUDENTS
- REQUIRES WRITTEN PARENTAL NOTIFICATION AND CONSENT FOR STUDENT ENTRY INTO PROGRAM
- REQUIRES RETENTION OF STUDENT RECORDS BY LPAC
- PROHIBITS DENIAL OF BILINGUAL EDUCATION/SPECIAL LANGUAGE PROGRAMS TO LEP STUDENTS BECAUSE OF HANDICAPPING CONDITIONS
- ALLOWS FOR PARTICIPATION OF UP TO 40% NON-LEPS, AT LOCAL OPTION
- PROHIBITS TRANSFER OF STUDENT FROM BILINGUAL EDUCATION UNLESS STUDENT MEETS EXIT CRITERIA AND HAS PARENT CONSENT
- PROVIDES FOR RECLASSIFICATION AND RE-ENROLLMENT OF EXITED STUDENTS

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SECTION 21.459: BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS

- REQUIRES STATE BOARD OF EDUCATION TO DEVELOP RULES GOVERNING ISSUANCE OF TEACHING CERTIFICATES WITH BILINGUAL EDUCATION AND/OR ESL ENDORSEMENT

- PROVIDES FOR THE ISSUANCE OF EMERGENCY BILINGUAL EDUCATION AND ESL ENDORSEMENTS

- REQUIRES THAT BILINGUAL EDUCATION/ESL TEACHERS HAVE VALID CERTIFICATION

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SECTION 21.461:

- REQUIRES ON SITE MONITORING AT LEAST ONCE EVERY THREE YEARS, IN THE FOLLOWING AREAS:
  - PROGRAM CONTENT
  - PROGRAM COVERAGE
  - ID PROCEDURES
  - CLASSIFICATION PROCEDURES
  - STAFFING
  - LEARNING MATERIALS
  - TESTING MATERIALS
  - RECLASSIFICATION
  - LPAC ACTIVITIES
- REQUIRES TEA REPORT OF FINDINGS TO SCHOOL DISTRICT AND DIVISION OF ACCREDITATION WITHIN 30 DAYS AFTER VISIT
- REQUIRES DISTRICT TAKE IMMEDIATE CORRECTIVE ACTION AND REQUIRES APPLICATION OF SANCTIONS IN CASES WHERE DISTRICT REFUSES TO COMPLY AFTER PROPER NOTIFICATION

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SECTION 21.462

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

- LPAC REQUIRED IN ALL SCHOOL DISTRICTS WITH BILINGUAL EDUCATION AND/OR SPECIAL LANGUAGE PROGRAMS
- SPECIFIES COMPOSITION OF LPAC, BUT DOES NOT LIMIT TO:
  - A BILINGUAL EDUCATOR
  - A PROFESSIONAL TRANSITIONAL LANGUAGE EDUCATOR
  - THE PARENT OF THE LEP STUDENT
  - A CAMPUS ADMINISTRATOR
- SPECIFIES DUTIES OF LPAC. DIRECTS MEMBER TO:
  - REVIEW ALL PERTINENT INFORMATION ON LEP STUDENT--HOME LANGUAGE SURVEY, SCORES ON ENGLISH/PRIMARY LANGUAGE PROFICIENCY TESTS, ACHIEVEMENT IN CONTENT AREAS, AND ASSESSMENT OF SOCIAL AND EMOTIONAL ATTAINMENT
- MAKE RECOMMENDATIONS CONCERNING MOST APPROPRIATE PLACEMENT FOR THE EDUCATIONAL ADVANCEMENT OF LEP STUDENTS AFTER ELEMENTARY GRADES

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SECTION 21.462 (CONTINUED)

- DETERMINE APPROPRIATENESS OF EXTENDED PROGRAM (BEYOND THE REGULAR SCHOOL) DEPENDING ON NEEDS OF EACH LEP STUDENT
- UNDERTAKE ADDITIONAL DUTIES, IF PRESCRIBED BY STATE BOARD OF EDUCATION
- REVIEW EACH LEP STUDENT'S PROGRESS AT END OF YEAR TO DETERMINE FUTURE PLACEMENT
- MONITOR PROGRESS OF STUDENTS EXITED FROM PROGRAM AND DESIGNATE APPROPRIATE PLACEMENT

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SECTION 21.463: APPEALS

- PROVIDES FOR PARENTAL APPEAL TO GOVERNING BOARD REGARDING STUDENT PLACEMENT

- PROVIDES FOR PARENTAL APPEAL TO STATE BOARD OF EDUCATION IN CASE OF DISTRICT NON-COMPLIANCE WITH LAW/REGULATIONS

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IN THE ORGANIZATION OF THE LPAC, THE FOLLOWING SHOULD BE CONSIDERED:

COMMITMENT TO ADDRESS EDUCATIONAL NEEDS OF LEP CHILDREN

COMMITMENT TO BILINGUAL EDUCATION

EXPERIENCE OF COMMITTEE MEMBER

AVAILABILITY OF TIME

QUALIFICATIONS FOR SPECIFIC TASKS

- SKILLS IN INTERPRETING DATA
- SKILLS IN RECORD KEEPING, COMPILING AND ASSESSING DATA
- SKILLS IN INTERPERSONAL RELATIONSHIPS
- SKILLS IN COMMUNITY INVOLVEMENT

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LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES

ESTABLISHED BY S.B.477 - BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

ESTABLISHED FOR THE PURPOSE OF IDENTIFYING LEP STUDENTS

REQUIRED IN ALL SCHOOL DISTRICTS WITH BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

ORGANIZED AS SOON AS FEASIBLE - BEFORE START OF SCHOOL YEAR OR FIRST WEEK

COMPOSED OF BUT NOT LIMITED TO:

- A BILINGUAL EDUCATOR
- A TRANSITIONAL LANGUAGE EDUCATOR
- A PARENT OF A LEP STUDENT
- A CAMPUS ADMINISTRATOR

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LPAC DUTIES

- ORGANIZES TASKS
- REVIEWS HOME LANGUAGE SURVEYS
- DETERMINES NUMBER OF LEP STUDENTS
- REVIEWS LANGUAGE PROFICIENCY TEST SCORES (ENGLISH AND PRIMARY LANGUAGE)
- COMPARES PROFICIENCY LEVELS IN ASSESSED LANGUAGES

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LPAC DUTIES

REVIEWS CLASSIFICATION AND CATEGORIES

REPORTS THE NUMBER OF LEP STUDENTS IN EACH CATEGORY TO THE DISTRICT GOVERNING BOARD

SEEKS INPUT FROM TEACHERS, PARENTS, AND OTHER RESOURCE PERSONNEL

RECOMMENDS PLACEMENT, ACCORDING TO CATEGORY AND GRADE LEVEL

GIVES WRITTEN NOTICE OF STUDENTS CLASSIFICATION AND PLACEMENT (WITHIN TEN DAYS) TO LEP STUDENT'S PARENT/GUARDIAN

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LPAC DUTIES

MEETS WITH PARENT/GUARDIAN (WHEN NECESSARY) TO DISCUSS PLACEMENT AND BENEFITS OF A BILINGUAL OR SPECIAL LANGUAGE PROGRAM

REVIEWS ELIGIBILITY FORM FOR EACH LEP STUDENT

MONITORS THE PROGRESS OF LEP STUDENTS

DETERMINES FUTURE PLACEMENT OF STUDENTS AT END OF SCHOOL YEAR BASED ON EXIT CRITERIA

GIVES WRITTEN NOTICE TO PARENT/GUARDIAN OF INTENT TO EXIT RECLASSIFIED STUDENTS.

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LPAC DUTIES

FOLLOWS UP EXITED STUDENTS TO MONITOR THEIR PROGRESS IN MONOLINGUAL PROGRAM

DETERMINES APPROPRIATENESS OF AN EXTENDED PROGRAM FOR LEP STUDENTS

REVIEWS ALL DOCUMENTATION AND DATA REQUIRED FOR TEA AUDIT

COMPLETES MONITORING CHECKLIST "COMPLETION OF TASKS"

THE STATE BOARD OF EDUCATION BY RULE MAY PRESCRIBE ADDITIONAL DUTIES

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ENTRY CRITERIA*

A STUDENT IS IDENTIFIED AS LIMITED ENGLISH PROFICIENT IF ONE OR MORE OF THE FOLLOWING CRITERIA ARE MET:

- THE STUDENT'S ABILITY IN ENGLISH IS SO LIMITED OR THE STUDENT IS SO PHYSICALLY HANDICAPPED THAT ASSESSMENT PROCEDURES CANNOT BE ADMINISTERED;

- THE STUDENT'S SCORE OR DEGREE OF ACHIEVEMENT ON AN AGENCY-APPROVED ENGLISH PROFICIENCY TEST IS BELOW THE LEVELS ESTABLISHED BY THE THE AGENCY AS INDICATIVE OF REASONABLE PROFICIENCY;

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- THE STUDENT'S PRIMARY LANGUAGE PROFICIENCY SCORE AS MEASURED BY AN AGENCY-APPROVED TEST IS GREATER THAN HIS PROFICIENCY IN ENGLISH; OR

- THE LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE DETERMINES, BASED ON OTHER INFORMATION SUCH AS, BUT NOT LIMITED TO, TEACHER EVALUATION, PARENTAL VIEWPOINT, OR STUDENT INTERVIEW, THAT THE STUDENT'S PRIMARY LANGUAGE PROFICIENCY IS GREATER THAN HIS PROFICIENCY IN ENGLISH OR THAT THE STUDENT IS NOT REASONABLY PROFICIENT IN ENGLISH

*TEA IS DEVELOPING MINIMAL ENTRY CRITERIA.

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STUDENT PLACEMENT PROCEDURES

THESE PROCEDURES MUST BE FOLLOWED FOR ALL LEP STUDENTS PLACED IN A BILINGUAL EDUCATION OR SPECIAL LANGUAGE PROGRAM.

- COMPLETION OF A HOME LANGUAGE SURVEY BY THE PARENT OR A STUDENT INTERVIEW FORM BY THE STUDENT
- ADMINISTRATION OF AN AGENCY-APPROVED ENGLISH LANGUAGE PROFICIENCY TEST
- ADMINISTRATION OF AN AGENCY-APPROVED PRIMARY LANGUAGE PROFICIENCY TEST
- DETERMINATION OF LEVELS OF PROFICIENCY IN BOTH ENGLISH AND THE PRIMARY LANGUAGE

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- DETERMINATION OF AN INSTRUCTIONAL PROGRAM TO FIT THE NEEDS OF THE STUDENT
- RECOMMENDATION BY LPAC FOR PROGRAM PLACEMENT
- NOTIFICATION OF STUDENT'S PARENT/GUARDIAN

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EXIT CRITERIA*

A LEP STUDENT MAY BE EXITED OUT OF A BILINGUAL EDUCATION OR SPECIAL LANGUAGE PROGRAM IF THE STUDENT IS ABLE TO PARTICIPATE EQUALLY IN AN ALL-ENGLISH INSTRUCTIONAL PROGRAM. THIS IS DETERMINED BY:

- TESTS ADMINISTERED AT THE END OF EACH SCHOOL YEAR TO DETERMINE THE EXTENT TO WHICH THE STUDENT HAS DEVELOPED ORAL AND WRITTEN LANGUAGE PROFICIENCY AND SPECIFIC LANGUAGE SKILLS IN BOTH THE STUDENT'S PRIMARY LANGUAGE AND ENGLISH;

- AN ACHIEVEMENT TEST SCORE AT OR ABOVE THE 40TH PERCENTILE IN READING AND LANGUAGE ARTS SECTIONS OF AN ENGLISH STANDARDIZED TEST APPROVED BY THE AGENCY; AND

- OTHER INDICATIONS OF A STUDENT'S OVERALL PROGRESS AS DETERMINED BY, BUT NOT LIMITED TO, CRITERION-REFERENCED TEST SCORES, SUBJECTIVE TEACHER EVALUATION, AND PARENTAL EVALUATION

*TEA IS DEVELOPING MINIMAL EXIT CRITERIA.

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EXIT PROCEDURES

LEP STUDENTS WILL BE ELIGIBLE TO EXIT A BILINGUAL EDUCATION INSTRUCTIONAL PROGRAM WHEN THEY HAVE ACQUIRED THE ENGLISH LANGUAGE SKILLS NECESSARY TO FUNCTION SUCCESSFULLY IN A TOTAL ENGLISH MAINSTREAM PROGRAM. THE FOLLOWING PROCEDURES MAY BE FOLLOWED:

- REVIEW OF TEST SCORES AT THE END OF THE SCHOOL YEAR TO DETERMINE THE EXTENT TO WHICH THE STUDENT HAS DEVELOPED ORAL AND WRITTEN LANGUAGE PROFICIENCY IN BOTH THE STUDENTS PRIMARY LANGUAGE AND ENGLISH

- REVIEW OF STANDARDIZED TEST SCORES. A SCORE AT OR ABOVE THE 40TH PERCENTILE IN THE READING AND LANGUAGE ARTS SECTIONS INDICATES READINESS FOR EXIT

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- REVIEW OF STUDENT'S OVERALL PROGRESS AS DETERMINED BY, BUT NOT LIMITED TO, CRITERION-REFERENCED TEST SCORES, SUBJECTIVE TEACHER EVALUATION, AND PARENTAL EVALUATION

- CONSIDERATION OF REFERRAL FOR EXIT SUBMITTED BY CLASSROOM TEACHER AT END OF A REPORTING PERIOD

- ACQUISITION OF PARENTAL WRITTEN CONSENT FOR EXIT

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TEST LEVELS: E N G L I S H

TEST LEVELS: S P A N I S H

	1	2	3	4	5
1	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both languages. No Reading.	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
2	Refer to diagnostician. Content areas in Span. ESL No Reading in Eng.	Refer to diagnostician. Content areas in Span. Oral Lang. Dev. in both languages. Reading Readiness	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
3	Content areas in Span. ESL Beginning reading in Spanish. No Reading in Eng.	Content areas in Span. ESL Spanish reading. Reading Readiness in English.	Modified bil. prog. Eng. Oral Lang. Dev. Initial Reading in English.		
4	Content areas in Span. ESL Spanish reading No Reading in Eng.	Content areas in Span. Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		
5	Content areas in Span. ESL Spanish reading No Reading in Eng.	Content areas in Span. Eng. Oral Language. Spanish reading. Reading Readiness in English.	Modified bil. prog. Spanish reading Begin reading in English.		

Students who score at LAS levels 4 and 5 in English are English dominant. However, underachievers should be given instruction in areas of underachievement.

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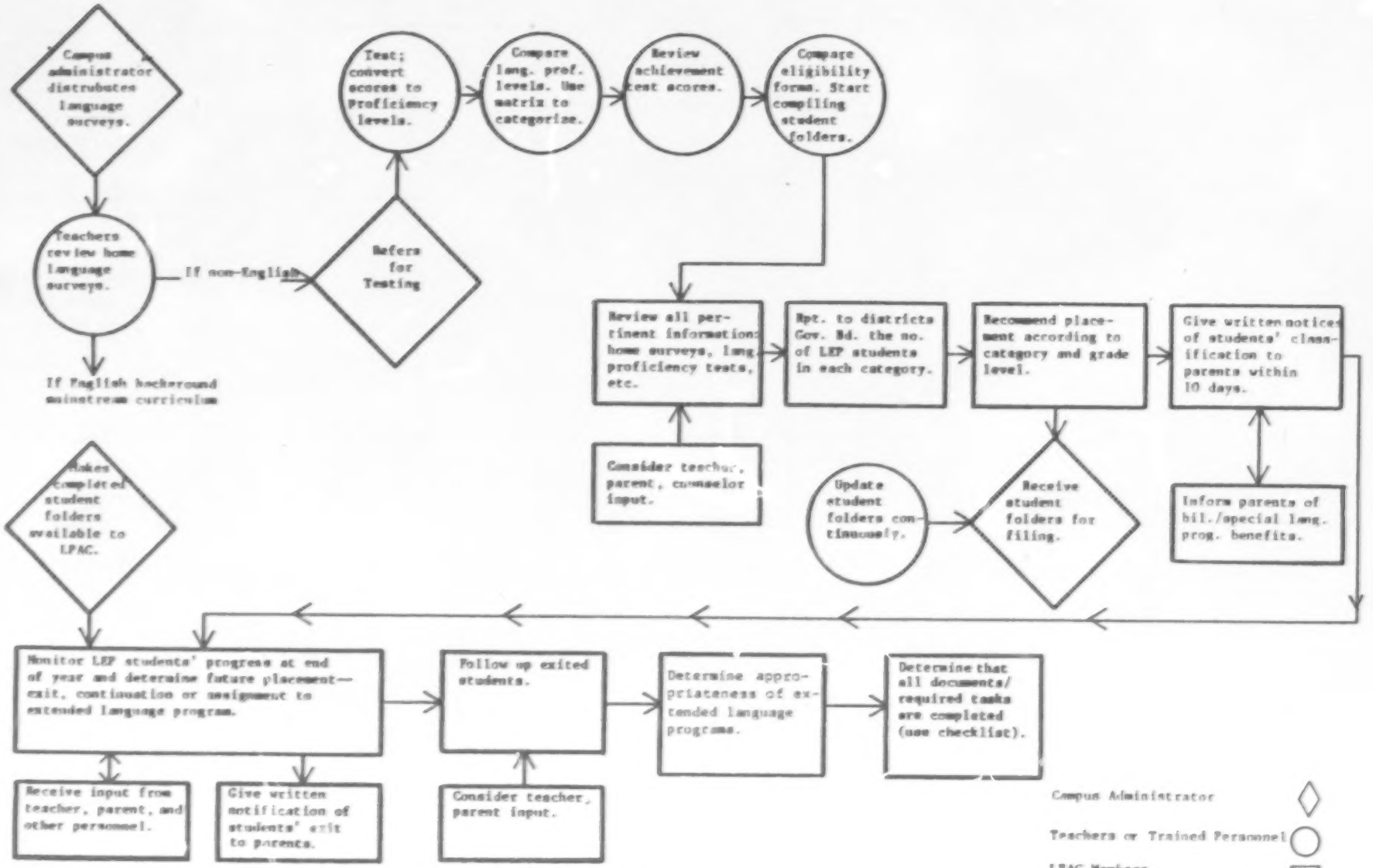
FLOWCHART: SCOPE AND SEQUENCE OF PROCEDURES FOR STUDENT PLACEMENT


Campus administrator distributes language surveys.
Teachers review home language surveys.
If non-English
Refers for Testing
Test; convert scores to Proficiency levels.
Compare lang. prof. levels. Use matrix to categorize.
Review achievement test scores.
Compare eligibility forms. Start compiling student folders.
If English background mainstream curriculum
Review all pertinent information: home surveys, lang. proficiency tests, etc.
Consider teacher, parent, counselor input.
Rpt. to districts Gov. Bd. the no. of LEP students in each category.
Recommend placement according to category and grade level.
Give written notices of students' classification to parents within 10 days.
Inform parents of bil./special lang. prog. benefits.
Receive student folders for filing.
Update student folders continuously.
Makes completed student folders available to LPAC.
Monitor LEP students' progress at end of year and determine future placement—exit, continuation or assignment to extended language program.
Receive input from teacher, parent, and other personnel.
Give written notification of students' exit to parents.
Follow up exited students.
Consider teacher, parent input.
Determine appropriateness of extended language programs.
Determine that all documents/required tasks are completed (use checklist).
Campus Administrator
Teachers or Trained Personnel
LPAC Members

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PARENT PARTICIPATION
RIGHTS OF PARENTS

THE PARENTS OF LEP CHILDREN SHOULD BE KNOWLEDGEABLE OF THEIR RIGHTS:

- THE RIGHT TO HAVE THEIR CHILD TAUGHT IN A LANGUAGE S/HE UNDERSTANDS;
- THE RIGHT TO VISIT AND OBSERVE IN SCHOOLS;
- THE RIGHT TO REVIEW MATERIALS;
- THE RIGHT TO APPEAL THEIR CHILD'S PLACEMENT TO THE DISTRICT'S GOVERNING BOARD;
- THE RIGHT TO APPEAL TO THE STATE BOARD OF EDUCATION, THE DISTRICTS NON-COMPLIANCE WITH THE LAW/REGULATIONS.

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